**Topical Outline of Course Content**

DAY 1 – 8:00 – 12:00

**Overview of Dissertation Process; Q&A**

**Overview of Writing Requirements according to the APA 6th Edition**

**Change Theory/history**

Developmental

Transitional

Transformational

Change models

Evolutionary

Teleological

Life cycle

Dialectical

Social cognition

Cultural

***Individual assignment # 1:***

*Choose three of the change models reviewed and create a table including the following information. Use the blank table located at the end of this document.*

The purpose of the change model

Historical/political perspective

Structure/methodology

Strengths/weaknesses

Applications

Process for implementation

(Please respond electronically to ron.heuss@gmail.com. Due 8:00 AM, day 2)

DAY 1 – 1:00 – 6:00

**Form five teams –** teams will be responsible for responding to one of the six questions listed on page 2 of the syllabus. Team assignments:

Team one – Question on law

Team two – Question on leadership

Team three – question on research

Team four – Question on resources

Team five – Question on internationalization, globalization, and de-localization

Teams will begin work on responses to the questions and share responses with a class 15 minute class presentations. An expectation is that each team member will participate in both the discussion and presentation. Presentations will begin at 4:00 PM.

**Reflective Activity**

**DAY 2 – 8:00 – 12:00**

**Influences on organizational change**

**Organizational change**

De-localization and internationalization

Organizational culture

Personal views of leadership

Necessity for change

**Influences on change**

Influences on change

Important contingencies within an organization

Organizational philosophy and culture

Internal and external political forces

Resources

The leader

**DAY 2 – 1:00 – 6:00**

***Individual Assignment #2***

Students will construct an annotated bibliography of four peer-reviewed sources.

Students will choose 3-5 factors affecting change in an organization;

Formatting requirement for annotations must follow APA 6th edition (see appendix for example)

Submit an electronic copy to the professor and classmates; prepare for discussion in class

**Reflective Activity**

**DAY 3 – 8:00 – 12:00**

**Leadership; Relationships**

Change agents

Leadership styles

Change facilitation and management

Limits affecting change

Resisters to change

**Change Processes**

Boleman and Deal (2003)

Senge (1990)

Fullan (2001

Beckhard and Pritchard (1999)

**Reflective Activity**

**DAY 3 – 1:00 – 6:00**

***Form three discussion groups***

Group 1 –

Individual – think of several specific examples of resistance to change and an effective strategy for overcoming this resistance within your own organization

Group – using a round technique, share your examples of resistance and strategies for overcoming resistance to change with those in your group. Are the examples shared similar?

Group assignment – lead class discussion about the types of resisters of change and strategies for overcoming resistance

Group 2 –

Individual - As a leader within your organization, what are several factors you would need to consider prior to facilitating change? Explain which factors are unique to your organization and which ones many could be share.

Group – Using a round technique, share the factors to consider prior to facilitating change and which are unique. Are there any similarities?

Group assignment – lead class discussion about how leaders may facilitate change both effectively and affectively

Group 3 –

Individual - Identify an opportunity for change within your own organization. Suppose you are leading the change process. How would you use research to initiate change based on the selected problem?

Group – Using a round technique, share how you would use research to initiate change.

Group Assignment – lead discussion about the importance of research in the change process.

**Reflective Activity**

**DAY 4 – 8:00 – 12:00**

**Decision Making**

* Strategic planning
* Vision and mission
* Implementing change
* Conveying mission to followers

**Evaluating Change**

* **Assessment**
* **Assessment through research**
* **Skills**

**Creating a New Change Model**

**DAY 4 – 1:00 – 6:00**

***Team assignment***

Class members will form three teams and

* Higher education,
* Secondary education,
* Elementary education

Each team will discuss the following factors to consider for organizational change and prepare a 15 – 20 minute presentation for Friday morning.

* Individuals
* Communication Network
* Resources
* What are some challenges when creating a new change model? How can you overcome those challenges?
* When implementing a change effort, how does the change agent ensure that all stakeholders will accept the process? What are some steps you can implement if the stakeholder will not accept the process?
* What would you do if the changes you were trying to implement were not successful?

**Reflective activity**

**DAY 5 – 8:00 – 12:00**

**Group presentations:**

* **Elementary education**
* **Secondary education**
* **Higher education**

**DAY 5 – 1:00 – 4:00**

Begin work on individual assignment—designing a change model. Individual learners to write a 2000 – 2500 word paper describing an innovative change model to use when implementing an imposed change that will not be popular among members of the organization.

* What steps will the organization experience
* Design an implementation plan including steps to manage and create buy-in from staff
* Format you work according to the APA 6th edition.
* Due:

**End the day - reflective Activity**

**Appendix**

**EDAD 7305 – Individual Assignment #1**; due 8:00 am, day 2 – submit electronically to ron.heuss@gmail.com

**Learner name:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Insert name of change model | Insert name of change model | Insert name of change model |
| **Purpose** |  |  |  |
| **Historical/Political perspective** |  |  |  |
| **Structure/Methodology** |  |  |  |
| **Strengths/Weaknesses** |  |  |  |
| **Applications** |  |  |  |
| **Process for Implementation** |  |  |  |

**EDAD 7305 – Individual Assignment #2**; due end of day 2; share copy with classmates electronically

**Basic APA Style Format for an Annotated Bibliography**

Format your citations in the same manner as for a normal reference list, then follow these instructions for adding an annotation.

1. Double space the entire bibliography, including within the citations and annotations.

2. Hanging Indentsare required for citations in the bibliography, as shown below. That is, the first line of the citation starts at the left margin. Subsequent lines of the citation are indented 4 spaces.

3. At the end of the citation, press the return keyto drop down to the next line (double spaced). Do not add a blank line.

4. Indent the annotation as a block, 2 additional spaces.

5. The right margin is the normal right margin of your document.

6. In a long bibliography, organize your entries by topic, such as *Multiple Intelligences*.

**Sample Annotated Bibliography**

**Multiple Intelligences**

## Armstrong, T. (1994). *Multiple intelligences in the classroom.* Alexandria, VA:

## Association for Supervision and Curriculum Development.

## Armstrong describes each of seven intelligences identified by Gardner. Armstrong offers an informal checklist for identifying personal strengths in the intelligences and suggests classroom applications. This book is a valuable tool for teachers at any level, with concrete suggestions for classroom applications.

Checkley, K. (1997, September). The first seven . . . and the eighth: A conversation

with Howard Gardner. *Educational Leadership, 55,* 8‐13.

In this interview, Gardner discusses criteria for determining the intelligences, highlights the Naturalist Intelligence, and explodes a number of myths about multiple intelligences theory. Gardner distinguishes between learning styles and multiple intelligences. This distinction may help teachers when analyzing how children respond to different learning situations.

Davis, R. (1991). *Learning how to learn: Technology, the seven multiple intelligences and*

*learning.* Paper presented at the Spring CUE Conference, Palm Springs, CA, May 11, 1991. (ERIC Document Reproduction Service No. ED338214)

Davis reviews a number of educational software programs to support learning through the seven multiple intelligences. Davis uses Snooper Troops as an example and enumerates activities that highlight each of the intelligences. Although the activities

for musical intelligence are weak, using this software in conjunction with songwriting helps one to list the clues musically.

Gardner, H. (Writer), & DiNozzi, R. (Producer/Director). (1996). *MI: Intelligence,*

*understanding and the mind* [Motion picture]. Los Angeles: Into the Classroom Media.

Gardner presents a theory of multiple intelligences, outlining the original seven as well as the eighth, Addressing these intelligences in the classroom gives more students access to profound understandings rather than mere factual knowledge. Seeing Gardner *in person* has helped find new insight into the issues of learning for understanding.